



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

4309 E Bellevue St., Phoenix, AZ 85008

Balsz Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing Plus
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Roxanne Motrenec
Schedule : 07:30 AM to 04:30 PM
Grades : K-8
Web Address : www.balsz.k12.az.us
Phone Number : (602) 629-6500
Fax Number : (602) 629-6504
E-mail : rmotrenec@balsz.k12.az.us

Mission

The mission of Balsz School is to provide a challenging, creative, motivating and caring environment where all students can acquire skills and knowledge for lifelong learning.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 Warning Year
2004-05 N/A
2003-04 Out of Improvement

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü To increase reading achievement in 3rd grade by 5% as measured by the AIMS/DPA.
- ü To develop a partnership between school and home by providing classes in ELL and basic computer skills for parents.
- ü To create a partnership between local businesses and the school to benefit the students academically.

Enrollment

October 1, 2005 School Year Student Enrollment : 807
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 44

Instructional Programs

- Ü Six Traits Writing Model
- Ü McGraw-Hill Math (K-6)
- Ü Full-day Kindergarten
- Ü Harcourt Reading K-6
- Ü SRA Corrective Reading 7-8
- Ü Block Language Arts Scheduling
- Ü Four Blocks K-3 Language Arts Model
- Ü Structured English Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/1/2005
Last Day of School :	6/9/2006

Shared Responsibilities

School

We will provide an environment where all children are expected to learn. A bimonthly, bilingual newsletter will be sent home. Rules, policies and procedures are sent home for parent signature. Conferences are held to discuss student progress twice a year.

Parents

Balsz parents need to communicate with the teacher about student progress and behavior, attend conferences and read with their child 20 minutes each night. Balsz parents should ensure regular and timely attendance for their child.

Transportation Policy

Regular school bus transportation to and from school is provided for the following; students with disabilities who require transportation. Further, the district recognizes certain traffic hazards as additional reasons for providing transportation.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Wells Fargo Grant Teacher	2005
Ü Desert Schools Partnership	2006
Ü Diamondback's Cover to Cover	2006
Ü Rodel Foundation MacRo	2006

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	385	80010	100	98	99	432	430	447	16	16	10	19	26	18	56	48	53	9	10	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	205	38935	100	99	99	434	427	447	11	16	9	22	30	19	59	45	55	9	8	17
Male	43	180	40974	98	98	98	429	433	448	21	16	11	16	22	18	53	51	52	9	11	19
African American	20	59	4201	100	100	99	417	419	430	30	24	17	15	29	23	50	41	51	5	7	9
Hispanic	65	275	34545	98	98	99	436	430	432	12	15	14	20	26	24	57	49	53	11	9	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	NC	17	3979	NC	94	96	NC	432	424	NC	24	17	NC	24	30	NC	41	47	NC	12	6
White	NC	29	35142	NC	94	99	NC	448	465	NC	7	5	NC	28	11	NC	48	56	NC	17	28
Students with Disabilities	12	32	10161	92	86	93	395	400	419	50	44	28	17	28	28	33	22	36	NA	6	8
Students without Disabilities	77	353	69849	100	100	100	437	432	451	10	14	7	19	26	17	60	50	56	10	10	19
Limited English Proficient Students	41	167	14013	98	97	97	404	409	413	32	25	24	32	38	34	37	35	39	NA	2	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	87	378	39029	98	97	98	432	431	432	15	15	14	20	27	25	56	48	52	9	10	9
Non-Economically Disadvantaged	NC	NC	40981	NC	NC	100	NC	NC	462	NC	NC	6	NC	NC	13	NC	NC	54	NC	NC	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	385	79438	100	98	98	429	429	451	22	19	9	28	31	24	44	46	56	6	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	204	38775	100	99	99	437	429	457	15	19	7	30	33	22	46	44	58	9	4	13
Male	43	181	40560	98	98	97	421	428	446	30	20	12	26	29	25	42	48	54	2	3	9
African American	20	59	4178	100	100	98	408	418	439	45	29	13	10	31	29	40	36	52	5	5	6
Hispanic	65	275	34297	98	98	98	435	428	434	17	19	14	34	32	31	43	46	50	6	3	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	NC	17	3940	NC	94	95	NC	428	429	NC	18	14	NC	29	36	NC	53	47	NC	NA	3
White	NC	29	34887	NC	94	98	NC	456	471	NC	7	4	NC	21	15	NC	59	63	NC	14	18
Students with Disabilities	12	31	9588	92	84	88	395	397	416	50	45	30	25	35	32	25	16	34	NA	3	5
Students without Disabilities	77	354	69850	100	100	100	435	431	456	18	17	7	29	31	23	47	49	59	6	4	12
Limited English Proficient Students	41	167	13856	98	97	96	391	401	407	46	35	27	34	41	43	20	25	29	NA	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	87	378	38685	98	97	97	430	429	435	22	19	14	29	31	32	44	46	50	6	4	5
Non-Economically Disadvantaged	NC	NC	40753	NC	NC	99	NC	NC	467	NC	NC	5	NC	NC	16	NC	NC	62	NC	NC	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	387	79971	100	99	99	409	405	423	16	12	8	29	42	41	54	45	49	1	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	205	38974	100	99	99	425	413	437	11	11	5	23	36	33	64	52	57	2	1	4
Male	43	182	40895	98	99	98	391	396	410	21	14	10	35	48	47	44	38	41	NA	1	2
African American	20	59	4203	100	100	99	385	392	411	30	24	11	20	27	45	45	46	43	5	3	2
Hispanic	66	277	34481	100	99	99	415	405	410	11	10	10	33	45	46	56	44	43	NA	0	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	NC	17	3995	NC	94	96	NC	418	409	NC	12	10	NC	47	47	NC	41	42	NC	NA	1
White	NC	29	35150	NC	94	99	NC	426	437	NC	7	5	NC	38	35	NC	52	56	NC	3	5
Students with Disabilities	13	33	10258	100	89	94	346	352	377	38	33	23	38	42	51	23	21	25	NA	3	1
Students without Disabilities	77	354	69713	100	100	100	419	410	429	12	10	5	27	42	39	60	47	52	1	1	3
Limited English Proficient Students	42	170	13985	100	99	97	369	376	382	29	19	18	38	51	54	33	30	27	NA	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	88	380	38994	99	97	98	410	407	409	16	12	10	27	41	47	56	46	41	1	1	1
Non-Economically Disadvantaged	NC	NC	40977	NC	NC	100	NC	NC	437	NC	NC	5	NC	NC	34	NC	NC	56	NC	NC	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	393	80147	98	100	99	463	470	482	24	16	11	14	17	17	46	49	49	16	18	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	203	39281	100	100	99	467	473	483	19	13	9	21	19	17	43	48	50	17	20	24
Male	38	189	40780	95	98	98	459	467	482	29	20	12	5	15	17	50	50	48	16	15	24
African American	10	44	4249	100	98	99	NA	436	464	NA	43	17	NA	14	22	NA	30	48	NA	14	13
Hispanic	64	286	33494	97	100	99	473	470	466	17	14	15	13	17	23	53	55	49	17	14	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	NC	24	4117	NC	100	96	NC	486	456	NC	13	19	NC	21	27	NC	29	46	NC	38	8
White	NC	31	36122	NC	94	99	NC	497	501	NC	6	5	NC	16	10	NC	42	50	NC	35	35
Students with Disabilities	14	38	10295	93	97	92	425	438	443	29	26	33	50	42	26	21	26	33	NA	5	8
Students without Disabilities	66	355	69852	99	100	100	472	473	488	23	15	7	6	14	16	52	52	51	20	19	26
Limited English Proficient Students	37	148	12722	97	100	97	430	434	441	46	33	27	16	30	33	32	34	37	5	3	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	80	388	38371	98	99	97	463	470	465	24	16	15	14	17	23	46	49	49	16	18	13
Non-Economically Disadvantaged	--	NC	41776	--	NC	100	--	NC	498	--	NC	6	--	NC	11	--	NC	49	--	NC	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	388	79686	95	99	98	439	454	470	23	14	11	36	32	24	36	49	57	5	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	201	39163	98	100	99	444	460	475	20	10	9	37	34	22	37	50	60	7	6	10
Male	37	186	40438	93	97	97	432	448	465	27	18	13	35	31	25	35	48	54	3	2	7
African American	10	44	4228	100	98	98	NA	431	458	NA	39	15	NA	18	28	NA	41	53	NA	2	4
Hispanic	62	281	33299	94	99	98	444	453	452	18	12	17	39	37	32	39	49	47	5	3	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	NC	24	4087	NC	100	96	NC	468	446	NC	4	16	NC	33	38	NC	54	44	NC	8	2
White	NC	31	35914	NC	94	98	NC	482	489	NC	6	5	NC	10	15	NC	68	67	NC	16	14
Students with Disabilities	13	34	9808	87	87	87	418	433	432	23	21	35	69	44	32	8	35	30	NA	NA	3
Students without Disabilities	65	354	69878	97	100	100	443	456	475	23	13	8	29	31	23	42	51	61	6	5	9
Limited English Proficient Students	36	144	12594	95	98	96	409	419	422	44	29	34	44	51	45	11	19	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	78	383	38095	95	97	97	439	454	452	23	13	17	36	33	32	36	50	48	5	4	3
Non-Economically Disadvantaged	--	NC	41591	--	NC	99	--	NC	486	--	NC	6	--	NC	16	--	NC	65	--	NC	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	392	80372	98	100	99	453	460	475	8	6	4	40	37	30	53	57	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	202	39452	100	100	99	470	474	488	2	3	3	33	27	22	64	69	72	NA	0	3
Male	38	189	40836	95	98	98	434	444	464	13	9	6	47	48	37	39	43	56	NA	1	1
African American	10	44	4264	100	98	99	NA	418	465	NA	23	5	NA	34	35	NA	43	59	NA	NA	1
Hispanic	65	286	33608	98	100	99	462	463	462	6	5	6	34	37	36	60	58	57	NA	0	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	NC	24	4128	NC	100	97	NC	465	464	NC	NA	4	NC	46	39	NC	54	56	NC	NA	1
White	NC	30	36213	NC	91	99	NC	480	489	NC	NA	2	NC	37	22	NC	60	72	NC	3	3
Students with Disabilities	13	36	10526	87	92	94	427	424	427	8	17	15	85	53	53	8	31	31	NA	NA	1
Students without Disabilities	67	356	69846	100	100	100	458	463	482	7	5	3	31	35	26	61	59	69	NA	1	2
Limited English Proficient Students	38	147	12747	100	100	97	427	430	432	16	12	12	53	54	52	32	34	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	80	387	38521	98	98	98	453	460	461	8	5	6	40	37	38	53	57	55	NA	1	1
Non-Economically Disadvantaged	--	NC	41851	--	NC	100	--	NC	489	--	NC	3	--	NC	22	--	NC	72	--	NC	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	364	79306	100	100	99	464	485	504	42	23	13	19	24	20	38	45	49	1	9	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	174	38845	97	98	99	462	485	505	38	21	11	27	26	20	35	45	50	NA	7	18
Male	34	189	40383	100	100	98	468	485	504	44	24	14	12	21	19	41	45	47	3	10	19
African American	11	41	4171	100	100	98	441	468	485	64	39	20	9	17	26	27	39	44	NA	5	10
Hispanic	52	258	32673	100	99	99	469	484	487	38	22	18	23	26	25	37	43	46	2	8	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	NC	23	4034	NC	100	97	NC	489	479	NC	13	22	NC	17	29	NC	70	43	NC	NA	7
White	NC	36	36234	NC	100	99	NC	505	523	NC	11	6	NC	19	13	NC	50	52	NC	19	28
Students with Disabilities	11	53	10286	92	95	91	454	462	462	55	38	41	18	28	27	27	30	27	NA	4	5
Students without Disabilities	61	311	69020	100	100	100	466	488	510	39	20	9	20	23	18	39	48	52	2	9	21
Limited English Proficient Students	31	108	10291	97	95	96	443	454	458	65	44	38	19	32	34	16	21	26	NA	2	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	70	356	37437	99	98	97	465	485	486	41	23	19	20	23	26	37	46	46	1	9	9
Non-Economically Disadvantaged	NC	NC	41869	NC	NC	100	NC	NC	521	NC	NC	7	NC	NC	14	NC	NC	51	NC	NC	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	360	79000	100	99	98	451	468	489	34	19	10	30	33	24	35	45	58	1	4	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	173	38774	97	97	99	455	473	494	30	17	7	35	30	22	32	49	61	3	4	10
Male	33	186	40150	100	99	98	446	463	485	39	20	12	21	35	25	39	41	55	NA	3	8
African American	11	41	4153	100	100	98	435	458	476	55	32	13	27	27	30	18	39	53	NA	2	4
Hispanic	51	255	32508	98	98	98	455	465	472	27	18	15	33	35	33	37	45	49	2	2	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	NC	23	4016	NC	100	96	NC	471	467	NC	9	14	NC	39	37	NC	52	46	NC	NA	2
White	NC	35	36135	NC	100	98	NC	498	508	NC	9	4	NC	26	14	NC	49	67	NC	17	15
Students with Disabilities	10	49	9991	83	88	88	NA	443	449	NA	27	33	NA	57	36	NA	14	29	NA	2	2
Students without Disabilities	61	311	69009	100	100	100	456	471	495	30	17	6	28	29	22	41	50	62	2	4	10
Limited English Proficient Students	31	108	10199	97	95	95	428	435	439	55	42	35	35	42	47	10	17	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	69	352	37234	97	96	97	451	468	472	35	19	15	29	33	33	35	45	50	1	4	3
Non-Economically Disadvantaged	NC	NC	41766	NC	NC	99	NC	NC	505	NC	NC	5	NC	NC	16	NC	NC	65	NC	NC	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	367	79611	100	100	99	461	483	496	24	12	7	40	39	37	36	49	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	175	39016	97	98	99	472	496	511	22	9	4	35	32	29	43	59	66	NA	NA	1
Male	34	191	40519	100	100	98	449	471	482	26	15	10	44	45	44	29	40	46	NA	NA	0
African American	11	40	4188	100	98	98	403	448	486	55	33	9	18	25	40	27	43	50	NA	NA	0
Hispanic	52	262	32855	100	100	99	476	485	481	13	9	10	50	43	43	37	48	47	NA	NA	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	NC	23	3992	NC	100	96	NC	494	478	NC	9	10	NC	35	46	NC	57	44	NC	NA	0
White	NC	36	36380	NC	100	99	NC	498	511	NC	8	4	NC	33	30	NC	58	65	NC	NA	1
Students with Disabilities	11	56	10664	92	100	94	427	441	440	36	23	23	64	54	54	NA	23	22	NA	NA	1
Students without Disabilities	61	311	68947	100	100	100	467	490	504	21	10	4	36	36	34	43	54	61	NA	NA	1
Limited English Proficient Students	31	111	10362	97	97	97	418	441	438	39	25	22	48	54	57	13	21	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	70	359	37626	99	98	98	461	484	479	24	12	10	39	38	45	37	50	45	NA	NA	0
Non-Economically Disadvantaged	NC	NC	41985	NC	NC	100	NC	NC	511	NC	NC	4	NC	NC	30	NC	NC	65	NC	NC	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	391	79327	99	100	98	500	510	518	29	22	19	17	21	20	48	46	46	6	11	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	185	38961	100	100	98	505	511	520	21	18	16	23	25	20	49	43	48	8	14	16
Male	43	205	40295	93	98	97	496	509	516	35	24	21	12	18	19	49	49	44	5	9	16
African American	15	51	4247	100	100	98	460	481	499	67	45	27	13	20	24	20	27	41	NA	8	8
Hispanic	59	288	32327	97	99	98	507	512	499	24	20	27	15	22	25	54	48	41	7	11	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	NC	16	4391	NC	100	96	NC	517	489	NC	13	32	NC	13	27	NC	56	36	NC	19	4
White	NC	31	36373	NC	97	98	NC	524	538	NC	10	10	NC	23	14	NC	52	52	NC	16	25
Students with Disabilities	NC	49	9321	NC	94	87	NC	470	467	NC	51	54	NC	18	22	NC	24	21	NC	6	3
Students without Disabilities	74	342	70006	100	100	100	506	514	524	23	18	14	18	21	19	53	49	49	7	12	18
Limited English Proficient Students	27	111	9431	96	98	95	466	467	466	56	46	53	26	32	27	19	22	18	NA	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	79	379	37097	94	97	97	501	511	498	29	21	27	16	21	25	48	47	41	6	12	7
Non-Economically Disadvantaged	NC	12	42230	NC	NA	99	NC	453	535	NC	58	11	NC	17	15	NC	25	50	NC	NA	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	394	79501	100	100	98	469	480	497	32	19	10	17	27	25	48	53	60	2	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	184	39062	100	100	99	480	484	502	23	15	8	13	27	23	62	57	64	3	2	5
Male	47	209	40368	100	100	98	461	476	491	38	22	13	21	26	27	38	50	57	2	2	3
African American	15	51	4279	100	100	99	440	461	485	67	39	14	7	18	30	27	43	54	NA	NA	2
Hispanic	62	290	32389	100	100	98	474	479	478	24	17	16	21	30	34	53	51	48	2	2	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	NC	16	4401	NC	100	96	NC	494	473	NC	6	17	NC	25	40	NC	63	43	NC	6	1
White	NC	32	36446	NC	100	99	NC	506	516	NC	9	4	NC	16	15	NC	72	73	NC	3	7
Students with Disabilities	13	52	9411	100	100	88	420	446	453	85	46	36	15	25	36	NA	27	26	NA	2	1
Students without Disabilities	74	342	70090	100	100	100	478	484	502	23	15	7	18	27	24	57	57	65	3	2	5
Limited English Proficient Students	27	109	9401	96	96	94	435	439	443	59	44	40	30	40	46	11	16	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	82	381	37183	98	97	97	470	481	479	32	18	16	17	27	34	49	54	49	2	2	1
Non-Economically Disadvantaged	NC	13	42318	NC	NA	99	NC	450	513	NC	38	5	NC	31	17	NC	31	70	NC	NA	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	397	80000	100	100	99	544	554	564	6	4	3	14	11	11	77	78	75	3	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	183	39288	100	100	99	555	565	579	10	5	2	3	7	6	80	78	77	8	10	16
Male	47	213	40644	100	100	98	535	544	549	2	4	4	23	15	15	74	78	74	NA	4	7
African American	15	48	4307	100	98	99	488	521	551	13	15	4	33	17	13	53	60	75	NA	8	7
Hispanic	63	297	32672	100	100	99	554	555	548	5	3	4	10	11	14	81	80	76	5	5	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	NC	15	4424	NC	100	97	NC	575	549	NC	NA	3	NC	NA	14	NC	87	77	NC	13	5
White	NC	32	36602	NC	100	99	NC	583	579	NC	NA	2	NC	NA	7	NC	88	75	NC	13	16
Students with Disabilities	13	55	9919	100	100	93	518	526	505	NA	4	9	23	27	35	77	65	54	NA	4	2
Students without Disabilities	75	342	70081	100	100	100	548	558	571	7	4	2	12	8	7	77	80	79	4	7	12
Limited English Proficient Students	28	114	9571	100	100	96	480	497	502	18	13	10	29	25	29	54	61	60	NA	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	83	386	37534	99	99	98	542	554	547	6	4	4	14	11	15	76	78	76	4	7	5
Non-Economically Disadvantaged	NC	11	42466	NC	NA	100	NC	544	578	NC	NA	2	NC	18	7	NC	82	75	NC	NA	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	95	338	78546	100	99	97	524	531	543	27	23	15	19	17	18	47	51	52	6	9	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	163	38645	100	98	98	519	531	545	29	21	13	20	19	18	45	52	54	5	8	15
Male	40	174	39792	98	98	97	531	531	542	25	25	17	18	16	17	50	50	50	8	10	15
African American	13	38	4205	100	100	97	505	508	524	31	37	22	23	18	22	46	39	49	NA	5	7
Hispanic	70	248	31177	99	98	97	523	529	524	27	21	22	20	19	23	47	53	48	6	7	7
Asian/Pacific Islander	--	NC	1940	--	NC	99	--	NC	580	--	NC	5	--	NC	9	--	NC	53	--	NC	33
American Indian/Alaskan Native	NC	15	4689	NC	79	95	NC	518	515	NC	33	28	NC	13	25	NC	47	43	NC	7	4
White	NC	32	36450	NC	97	97	NC	575	563	NC	16	7	NC	3	12	NC	59	57	NC	22	23
Students with Disabilities	12	35	8093	71	73	82	493	475	489	50	71	50	33	17	24	8	9	23	8	3	2
Students without Disabilities	83	303	70453	100	100	100	529	536	549	24	17	11	17	17	17	53	56	56	6	10	16
Limited English Proficient Students	27	89	9323	100	99	94	484	485	491	63	57	47	19	18	28	19	25	24	NA	NA	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	91	328	34694	96	96	96	525	532	524	29	23	23	16	16	23	48	52	48	7	9	7
Non-Economically Disadvantaged	NC	10	43852	NC	NA	99	NC	NA	559	NC	NA	10	NC	NA	13	NC	NA	56	NC	NA	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	99	341	79045	100	99	98	497	496	512	17	15	10	34	33	25	41	50	58	7	3	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	166	38860	100	100	98	490	498	519	20	11	7	39	33	22	36	52	62	5	3	8
Male	43	175	40075	100	99	97	506	493	505	14	18	12	28	32	28	49	48	54	9	2	6
African American	13	38	4250	100	100	98	487	480	500	23	26	12	31	32	31	38	39	54	8	3	3
Hispanic	71	249	31314	100	99	98	493	493	493	15	13	16	38	35	34	42	50	48	4	2	2
Asian/Pacific Islander	--	NC	1949	--	NC	99	--	NC	536	--	NC	4	--	NC	15	--	NC	66	--	NC	15
American Indian/Alaskan Native	NC	16	4719	NC	84	96	NC	484	489	NC	19	15	NC	38	39	NC	44	45	NC	NA	2
White	10	33	36730	100	100	98	NA	538	532	NA	12	4	NA	6	16	NA	73	68	NA	9	12
Students with Disabilities	16	39	8552	94	81	87	459	451	463	44	49	35	38	36	40	19	15	23	NA	NA	1
Students without Disabilities	83	302	70493	100	100	100	504	500	517	12	10	7	34	32	24	46	55	62	8	3	8
Limited English Proficient Students	28	90	9355	100	100	95	459	455	456	39	36	37	43	51	48	18	13	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	94	331	34922	99	97	96	497	496	493	18	15	15	33	32	34	41	51	48	7	3	3
Non-Economically Disadvantaged	NC	10	44123	NC	NA	99	NC	NA	527	NC	NA	6	NC	NA	18	NC	NA	66	NC	NA	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	99	343	79657	100	100	99	562	567	566	6	5	3	6	6	8	87	88	87	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	166	39120	100	100	99	563	576	580	7	5	2	5	4	4	86	90	92	2	1	2
Male	42	176	40423	100	99	98	561	560	553	5	5	5	7	9	12	88	87	83	NA	NA	1
African American	13	39	4290	100	100	99	521	535	560	23	15	4	8	8	9	69	77	86	NA	NA	1
Hispanic	71	250	31642	100	99	99	567	569	552	4	3	5	4	6	11	92	90	84	NA	0	0
Asian/Pacific Islander	--	NC	1948	--	NC	99	--	NC	589	--	NC	1	--	NC	3	--	NC	91	--	NC	4
American Indian/Alaskan Native	NC	16	4760	NC	84	97	NC	569	547	NC	6	5	NC	13	14	NC	81	81	NC	NA	0
White	10	33	36929	100	100	99	NA	587	579	NA	6	2	NA	6	5	NA	85	91	NA	3	2
Students with Disabilities	17	41	9069	100	85	92	534	524	508	6	17	11	29	29	30	65	54	58	NA	NA	1
Students without Disabilities	82	302	70588	100	100	100	568	572	573	6	3	2	1	3	5	91	93	91	1	1	1
Limited English Proficient Students	27	90	9521	100	100	96	508	517	507	19	12	13	11	16	24	70	72	63	NA	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	94	332	35341	99	97	97	564	568	551	6	5	5	5	6	12	87	89	83	1	1	0
Non-Economically Disadvantaged	NC	11	44316	NC	NA	100	NC	527	578	NC	18	2	NC	9	5	NC	73	90	NC	NA	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	297	78400	98	98	97	524	540	554	44	30	21	12	19	19	43	43	47	1	8	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	149	38686	100	97	98	532	543	554	32	28	20	16	18	20	53	46	49	NA	8	12
Male	51	147	39636	96	99	96	518	538	554	53	32	23	10	19	18	35	40	46	2	9	13
African American	NC	35	4193	NC	100	97	NC	515	533	NC	43	32	NC	20	23	NC	34	40	NC	3	5
Hispanic	71	210	30732	99	98	97	526	543	534	42	29	31	14	19	24	44	44	40	NA	8	5
Asian/Pacific Islander	NC	NC	1827	NC	NC	99	NC	NC	594	NC	NC	8	NC	NC	12	NC	NC	49	NC	NC	31
American Indian/Alaskan Native	NC	16	4536	NC	100	95	NC	537	528	NC	38	35	NC	19	25	NC	38	37	NC	6	4
White	NC	29	37038	NC	94	97	NC	550	575	NC	24	11	NC	10	14	NC	52	56	NC	14	19
Students with Disabilities	10	28	7840	83	80	81	NA	491	498	NA	61	60	NA	25	18	NA	14	20	NA	NA	2
Students without Disabilities	79	269	70560	100	100	99	529	545	560	39	27	17	13	18	19	47	46	50	1	9	14
Limited English Proficient Students	41	70	8956	95	91	95	487	486	502	76	74	56	15	17	25	10	9	18	NA	NA	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	88	290	33014	97	96	95	525	542	534	43	29	31	13	19	24	43	44	40	1	9	5
Non-Economically Disadvantaged	NC	NC	45386	NC	NC	99	NC	NC	569	NC	NC	15	NC	NC	15	NC	NC	52	NC	NC	18

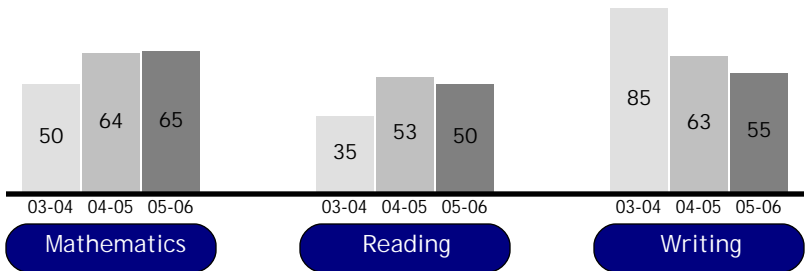
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	304	79179	99	100	98	480	500	519	33	18	11	32	33	27	34	47	58	NA	2	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	151	38974	100	99	99	492	505	524	24	17	8	37	32	25	39	48	61	NA	3	5
Male	52	152	40124	98	100	97	471	495	513	40	20	13	29	34	28	31	46	54	NA	1	4
African American	NC	35	4243	NC	100	98	NC	491	506	NC	23	14	NC	31	32	NC	46	51	NC	NA	3
Hispanic	71	215	30987	99	100	99	483	499	498	30	19	17	35	33	36	35	46	45	NA	2	1
Asian/Pacific Islander	NC	NC	1832	NC	NC	99	NC	NC	543	NC	NC	4	NC	NC	17	NC	NC	69	NC	NC	10
American Indian/Alaskan Native	NC	16	4573	NC	100	96	NC	492	494	NC	13	16	NC	38	41	NC	50	42	NC	NA	1
White	NC	31	37467	NC	100	98	NC	512	539	NC	16	5	NC	23	17	NC	55	70	NC	6	8
Students with Disabilities	11	34	8567	92	97	88	446	456	467	55	38	39	45	53	38	NA	9	22	NA	NA	1
Students without Disabilities	79	270	70612	100	100	99	484	505	524	30	16	7	30	30	25	39	52	62	NA	2	5
Limited English Proficient Students	42	76	9013	98	99	95	448	449	461	64	58	40	24	34	48	12	8	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	89	297	33345	98	98	96	480	501	499	33	17	17	33	33	36	35	48	46	NA	2	1
Non-Economically Disadvantaged	NC	NC	45834	NC	NC	99	NC	NC	533	NC	NC	7	NC	NC	19	NC	NC	67	NC	NC	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	306	79734	99	100	99	515	540	554	18	8	3	18	19	19	64	72	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	153	39243	100	100	99	552	557	568	8	5	2	3	14	12	89	82	85	NA	NA	1
Male	52	152	40413	98	100	98	489	526	541	25	12	4	29	25	26	46	63	70	NA	NA	0
African American	NC	36	4285	NC	100	99	NC	520	548	NC	19	3	NC	14	22	NC	67	74	NC	NA	0
Hispanic	71	216	31254	99	100	99	525	544	539	11	6	5	21	21	25	68	73	70	NA	NA	0
Asian/Pacific Islander	NC	NC	1837	NC	NC	99	NC	NC	579	NC	NC	1	NC	NC	9	NC	NC	87	NC	NC	2
American Indian/Alaskan Native	NC	15	4613	NC	100	97	NC	538	535	NC	7	4	NC	13	29	NC	80	67	NC	NA	0
White	NC	32	37668	NC	100	99	NC	535	569	NC	16	1	NC	16	13	NC	69	85	NC	NA	1
Students with Disabilities	11	36	8943	92	100	92	493	492	495	9	11	11	64	61	51	27	28	38	NA	NA	1
Students without Disabilities	79	270	70791	100	100	100	518	546	561	19	8	2	11	14	15	70	78	83	NA	NA	0
Limited English Proficient Students	42	76	9138	98	99	97	461	464	492	33	28	13	29	41	46	38	32	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	89	298	33718	98	99	97	518	543	538	17	8	5	18	19	26	65	73	69	NA	NA	0
Non-Economically Disadvantaged	NC	NC	46016	NC	NC	100	NC	NC	567	NC	NC	2	NC	NC	14	NC	NC	84	NC	NC	1

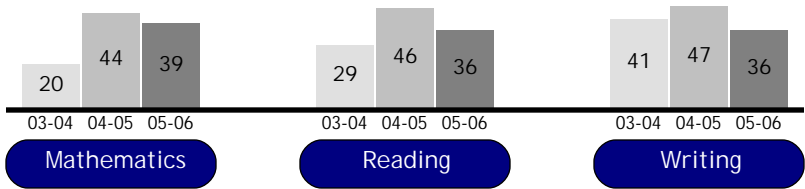
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

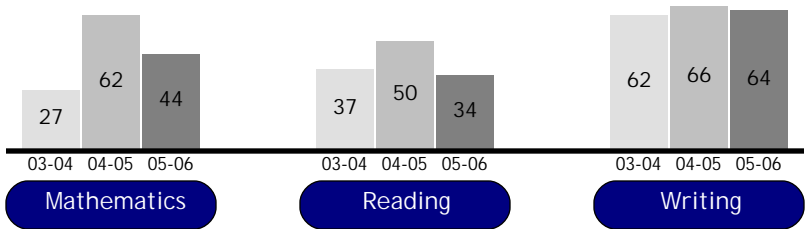
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	78	42	NA	58	99	31	33	47	100	25	27	46
	Language	86	30	32	50	99	36	38	47	100	34	30	48
	Mathematics	88	61	55	64	99	35	39	50	100	41	35	52
3	Reading	100	29	NA	55	97	35	33	44	100	28	28	46
	Language	100	43	51	61	97	34	36	44	100	28	32	46
	Mathematics	99	58	56	61	97	46	44	51	100	44	43	52
4	Reading	100	34	NA	56	97	27	36	48	98	28	43	52
	Language	100	42	47	52	97	28	38	49	99	28	43	52
	Mathematics	100	53	57	61	99	42	44	53	99	44	54	58
5	Reading	96	32	NA	55	100	34	39	50	97	27	39	56
	Language	100	33	45	49	100	33	38	50	100	21	37	54
	Mathematics	100	49	64	63	100	33	41	49	100	27	39	52
6	Reading	97	35	NA	56	95	41	43	51	100	35	43	56
	Language	100	27	40	48	95	42	40	47	100	32	41	50
	Mathematics	99	41	60	66	95	46	48	52	99	48	54	58
7	Reading	100	31	NA	54	100	30	39	50	100	39	43	54
	Language	100	38	47	58	100	34	45	52	100	43	48	58
	Mathematics	100	53	60	62	100	32	43	50	99	39	48	54
8	Reading	99	42	NA	55	100	37	38	51	99	34	44	58
	Language	100	36	43	52	100	41	40	50	99	35	48	56
	Mathematics	100	62	65	61	100	44	46	53	98	35	54	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

2 School Administrator(s)
 1 Non-certified Employee(s)
 1 Teacher(s)
 3 Parent(s)
 1 Community Member(s)
 0 Student(s)

Council Duties

Ü Parent/Educator Relations
 Ü Community Safety
 Ü Extracurricular Activities
 Ü Agencies/Community Relations
 Ü School Safety
 Ü School/Business/Community Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	53.00
Other Professional Staff	3.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	3	0	0
4 to 6 years	7	2	0	0
7 to 9 years	3	4	0	0
10 or more years	3	12	1	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	85
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

Ü 3 Computer Labs	Ü indoor gym
Ü Library/Resource Room	Ü TV studio

Extracurricular Activities

Ü Student Council	Ü NJHS
Ü Afterschool Sports	Ü Newspaper Club
Ü City of Phoenix Activity City--2:30-5:30	Ü KBLZ TV Station
Ü Wake-Up Club	Ü Drama Club

Social Services

Ü Afterschool Programs
 Ü Adult Education ESL
 Ü Southwest Headstart

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- Ü Balsz School increased students meeting or exceeding the standard by 15% in 3rd grade math as measured by the AIMS/DPA.
- Ü Balsz School provides before and after school tutoring for all students who wish to attend.
- Ü Balsz teachers are 100% Highly Trained Teachers.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	90	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We have an School Resource Officer (Phoenix Police Officer) on campus through a blockwatch grant with the City of Phoenix. The SRO and school counselor teach several classes to educate the students and community on violence.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Roxanne Motrenec	(602) 629-6500
Transportation Policy	Marti Gibson	(602) 629-6480
Community Resources	Office	(602) 629-6500
School Nutrition Programs	Julie Stratton	(602) 629-6400
Parent Organization	Roxanne Motrenec	(602) 629-6500
Student Health/Nurse	Linda Personne	(602) 629-6511

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.